

Student Perceptions of the Center for Academic Development Courses

Center for Academic Development Validation Project:
Spring 2007

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June 12, 2007

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Abstract

The study investigates student perceptions of learning and satisfaction with the learning experience in the Center for Academic Development program at Al Akhawayn University in Ifrane. The research is being carried out as a part of a larger Validation Project and will form the first stage of a five year longitudinal study. Perception studies are one means of investigating the quality of teaching and learning. Data was collected from 588 Center for Academic Development students enrolled in Spring 2007. Results showed that the vast majority of students perceived substantial learning had taken place in their CAD courses and that they were overwhelmingly satisfied with the learning experience.

Student Perception Study: Spring 2007

The Center for Academic Development (CAD) at Al Akhawayn University in Ifrane (AUI), Morocco is currently conducting in a large scale self-evaluation of its programs and status. The CAD is a sophisticated academic development program involving five taught courses, Advising, Counseling, Tutoring Services, a Writing Center, a Learning Lab, Faculty workshops and extra-curricular academic workshops. The program is centrally organized and was designed and developed following best practice in developmental education.

Educational accountability has become a powerful force in tertiary education yet the exercise is fraught with difficulties. Serious questions arise concerning the design and implementation of quantitative measures of quality in an academic environment. Typical measures include best practice indicators, performance indicators such as ILOs, perception studies; testing and evaluation; and program benchmarking. This student perception survey investigates students' beliefs and satisfaction with their learning experience in the CAD courses offered in Spring 2007. During the Spring 2007 semester, 695 AUI students were enrolled in at least one CAD course.

Study Skills for Learning and Research (SSK1201) enrolled 165 students in 10 sections taught by a team of 7 faculty members. This equals 450 faculty contact hours for the course. The course has 12 course objectives in 3 learning modules. Intended learning outcomes were measured in 3 module exams, 3 portfolios, and 1 term paper.

Critical Reading and Problem Solving (SSK1202) enrolled 124 students in 8 sections taught by a team of 5 faculty members. This equals 360 faculty-to-student contact hours for the course. The course has 10 course objectives in two learning modules. Learning outcomes are measured in 2 module exams, 1 portfolio, 10 seminar presentations, and 1 problem solution project.

Computer Skills for Independent Learning (SSK1203) enrolled 149 students in 8 sections lead by a team of 3 faculty members. This equals 360 faculty-to-student contact hours for the course. The course has 8 course objectives spread over three modules. Learning outcomes are measured in 3 module exams, 3 projects, and 1 portfolio.

Applied Independent Learning Methods (SSK1204) enrolled 127 students in 8 sections led by a team of 4 faculty members. This equals 360 faculty-to-student contact hours for the course. The course has 8 course objectives spread over the course. Learning outcomes are measured in 2 summaries, 2 essays, a final research project, and a group oral presentation.

Interpersonal Skills and Social Interaction (SSK1205) enrolled 130 students in 7 sections lead by a team of 4 faculty members. This equals 315 faculty-to-student contact hours for the course. The course has 9 course objectives spread over 4 units. Learning outcomes are measured in 4 unit examinations, 3-7 projects, and one final examination.

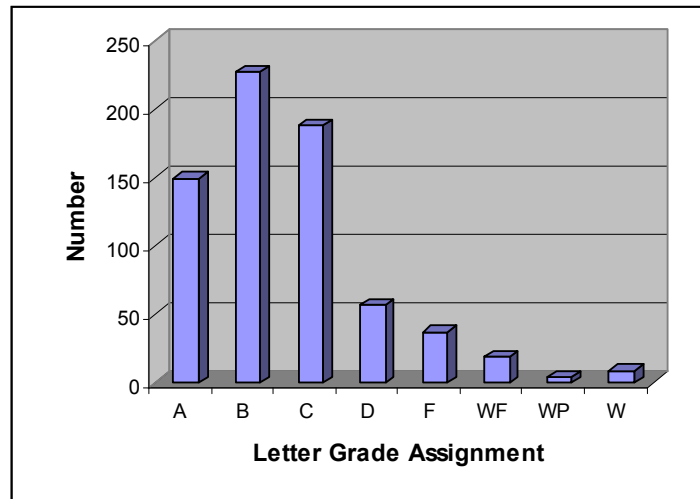
Thus the CAD program for the Spring semester 2007 comprised five courses, 1,845 faculty-to-student contact hours; 48 objectives; presented in 12 modules; measured in 32 exams, 5 portfolios, in 5 presentations, and 11 academic papers. This is a substantial academic development program designed to meet standards of Best Practice in tertiary and developmental

education. The program is well documented with measurable student outcomes. In Spring 2007, CAD program grades were as follows: 149 'A'; 227 'B'; 188 'C'; 57 'D'; 37 'F'; 19 'WF'; 4 'WP'; 9 'W' and 0 'I' (See figure 1).

It is well known that learning outcomes are not fully reflected in grades. Much of the learning accomplished may not have been measured in test questions but are more intangible. Such acquisitions include leadership, interpersonal skills and ethical behavior to name a few. Thus it is important to take a look at student perceptions of learning and attitude.

This paper asks two main research questions: Do students in the CAD program perceive that significant learning has taken place in their CAD courses? Are students in the CAD program satisfied with the learning experience in their CAD courses?

Figure 1: CAD Grades Assigned in Spring 2007



Literature Review

It seems logical that all tertiary level educational institutions would strive to provide the best possible educational experience for its learners. Yet attaining this goal is anything but a simple proposition. It requires a serious commitment by the institution to work towards teaching and learning excellence. Even with such a commitment fundamental issues remain in how to measure the quality of teaching and learning in valid and reliable ways. Over the last several decades, educational accountability has become a powerful force in higher

education across the world. As was reported in *Educational Accountability, Eric Digest* in 1984, there was increasing disenchantment with the quality of education prevailing at that period. It was felt that college graduates were not as qualified as their counterparts who graduated 30 years ago.

Echoing such a concern is Ramsden's statement that "[e]valuation for accountability has become an essential part of today's universityThe days when students' experiences and comparability of standards were in the background and unprofessional teaching behaviour was quietly tolerated have gone" (2003, p.211). As result, educators have become more aware of the need to restore confidence in and dignity to their educational system by becoming more engaged with the assessment of the quality of students' learning experience. In this regard, many universities in North America began to devise instruments to tap into students' grasp or mastery of what they are being taught.

One means of gauging learners' satisfaction with the teaching and learning practices is through student perception surveys. These surveys can deal with a range of issues, such as course workload, the value of knowledge gained in the course, the degree to which the intended learning outcomes have been met and so on. Student perception surveys can be a clue to important theoretical and pedagogical implications. Theoretically, there is a strong link between students' perception of a course and their affective state. Students' attitudes to a course or program will have repercussions on their overall educational experience. From a pedagogical perspective, students' opinions and attitudes vis-à-vis classroom activities can be used by faculty and administration to review the curriculum with the aim of enhancing students' learning experience. These perceptions can also inform educators with regards to the types of skills that students view as pertinent to their success in college study and future work.

Student perception surveys are not without their critics. Since the majority of the students who enroll in academic development courses are young and new to the university setting, their perceptions about the relevance of the skills that that they are being taught might not be valid. Centra (1989), for instance, explains that such students are not mature enough to make sound decisions about the success of their learning experience. Other studies concur with this view by suggesting that older students display a higher degree of motivation and commitment (McInnis et al, 1995), and greater satisfaction with course material (Harris & Brooks, 1998). Therefore, freshman and sophomores, in general, may be unable to assess the relevance of the skills taught to them.

Clearly, age and life experience can have a significant impact on one's perceptions.

However, research shows that there is a high degree of convergence between new students' and alumni's perceptions of the learning experience (Marsh, 1987; Centra, 1989). Another longitudinal study by Overall and Marsh (1980), which involved over 1,000 undergraduate and graduate business administration majors, drew the same conclusion. Therefore, cross-sectional studies validate the use of student perception studies as mechanisms that can assist us in reflecting upon the learning and teaching practices. Additionally, Dixon (n.d.) points out that longitudinal studies show that students' comments about course effectiveness are more often than not very constructive and positive, which leaves little doubt that their perceptions ought to be reckoned with. Indeed, student perceptions can be a viable means to inform teachers and administrators about teaching and learning quality, especially when used longitudinally to monitor changes across different cohorts and courses.

Methodology

Design

This research project employs post-positivist epistemology with a quantitative set of data collection tools. It investigates student perceptions of the strength of having learned the intended learning outcomes of their academic development course(s) and perceptions of the learning experience. The research employed a simple survey methodology. This initial research paper is limited in scope. However, it is the first of a longitudinal perception study of student learning. It is also one of a series of investigations including, surveys, interviews, and content research.

Population and Sample

The population investigated is all Al Akhawayn University students enrolled in the CAD in spring 2007. The total number of individual students enrolled in the CAD in Spring 2007 was 537. However, 158 were enrolled in more than one CAD course so the total number of participants in the CAD program was 695. Of those 695 enrolled students 650 completed (received a grade) the course(s) they were enrolled in. The surveys were distributed during class time in every CAD section in an attempt to collect data from all CAD students. In the final analysis, data was collected from 588 students. According to Krejcie and Morgan (as cited in Hill) given a finite population of 658 the required sample size would be 248 with a measurement error of 4.1 percent. Thirty-seven students were either absent or had dropped the course at the time the data was collected. Four students spoiled their survey. One hundred and fifty-four students made comments concerning their CAD courses.

The data collected in the Spring 2007 survey is not intended to be generalized to the AUI population as a whole. Instead the CAD intends to continue this research project longitudinally over a five year period and follow up with both cohort and alumni studies.

Data Gathering Tools

The data gathering tools consist of five surveys – one for each CAD course (See Appendices F - J). Each survey consisted of one page, three sections and employed a five point Lickert scale for each question. The first section asked to what extent individual students perceived the strength of their own learning of each of the specific course intended learning outcomes. In the second section, each survey asked nine questions related to their learning experience with the CAD course in general. The final section asked for comments or suggestions. Thus, the survey for SSK1201 asked 12 questions concerning intended learning outcomes and 9 learning experience questions for a total of 21; the survey for SSK 1202 asked 10 questions concerning intended learning outcomes and 9 learning experience questions for a total of 19; the survey for SSK 1203 asked 9 questions concerning intended learning outcomes and 9 learning experience questions for a total of 18; the survey for SSK 1204 asked 8 questions concerning intended learning outcomes and 9 learning experience questions for a total of 17; and the survey for SSK 1205 asked 9 questions concerning intended learning outcomes and 9 learning experience questions for a total of 18. It was decided to use a limited number of questions and a five point Likert scale format to make the survey relatively easy to read and answer. This was decided partially because of the over use of survey methodology at AUI and partially to ensure that linguistic weaknesses did not affect the data collection process.

The data gathering tools were developed and tested by a team of three CAD teachers and tested independently by another faculty member. Based on this feedback, the surveys were revised.

Procedure

CAD faculty were informed of the survey one month before the end of the semester and asked to collect the data in the last week of the semester. Faculty were asked to ensure that all of the course objectives were covered before the survey was completed. Data was collected in two sections of SSK1204 and in three sections of SSK1202 two weeks before the end of the semester. In all other courses and sections data was collected in the last week of the semester.

The data was collated by four course coordinators and the CAD administrative assistant and entered into an Excel spreadsheet. Once the data was collected and collated the research team collaborated on the presentation of the data and its interpretation.

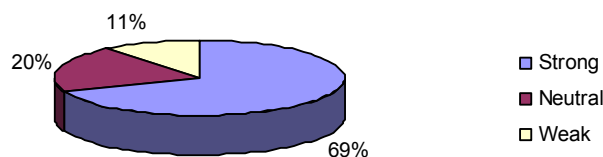
Results

The two research questions that this research study seeks to answer are: Do students in the CAD program perceive that significant learning has taken place in their CAD courses? and Are students in the CAD program satisfied with the learning experience in their CAD courses? Data is presented from an overall perspective, from a course perspective and finally in the form of qualitative data from the suggestions section. Data was collected on a five point scale. A score of one showed a low or weak perception of learning or satisfaction, while five showed a high or strong perception of learning or satisfaction. Data was then categorized according to strong perception (a score of 5 or 4), neutral perception (a score of 3) and weak perception (a score of 2 or 1).

Student Perceptions of Learning

As seen in Figure 2, students enrolled in CAD courses in Spring 2007 had a positive perception of having learned the intended learning outcomes of the program. Sixty-nine percent had a strong or very strong belief in having learned from their CAD courses. This contrasts with the eleven percent who felt that they had not learned in their CAD course (see figure 2).

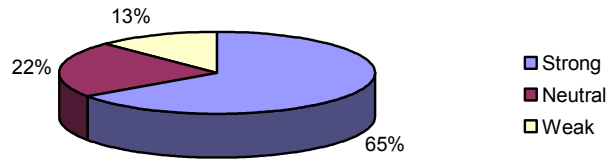
Figure 2: CAD Adjusted Average Perception of Learning



N=588

Sixty-five percent of students enrolled in SSK1201 had a strong or very strong belief that they had learned from their courses. This contrasts with just thirteen percent who felt that they had not learned in their course (see figure 3).

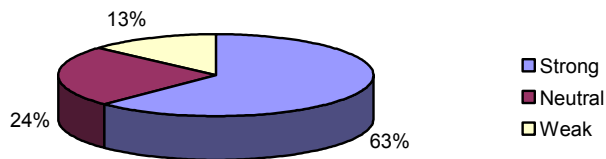
Figure 3: SSK1201 Adjusted Perception of Learning



N=140

Sixty-three percent of students enrolled in SSK1202 had a strong or very strong belief of having learned from their courses. This contrasts with just thirteen percent who felt that they had not learned in their course (See figure 4).

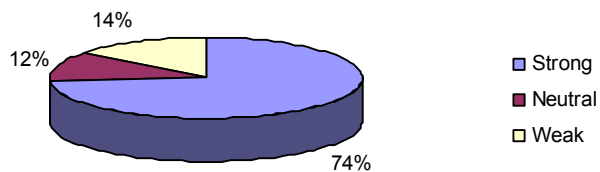
Figure 4: SSK1202 Adjusted Perception of Learning



N=108

Seventy-four percent of students enrolled in SSK1203 had a strong or very strong belief in having learned from their courses. This contrasts with just fourteen percent who felt that they had not learned in their course (See figure 5).

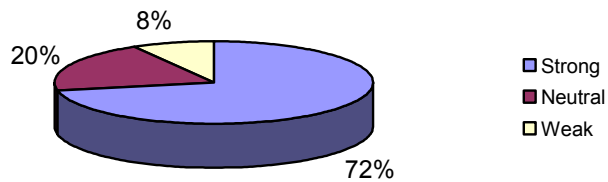
Figure 5: SSK1203 Adjusted Perception of Learning



N=113

Seventy-two percent of students enrolled in SSK1204 had a strong or very strong belief in having learned from their courses. This contrasts with just eight percent who felt that they had not learned in their course (See figure 6).

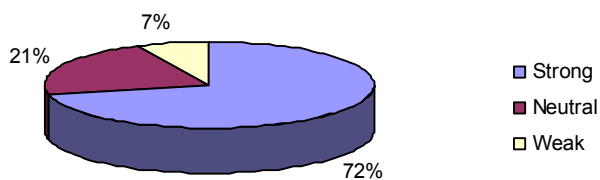
Figure 6: SSK1204 Adjusted Perception of Learning



N=116

Seventy-two percent of students enrolled in SSK1205 had a strong or very strong belief in having learned from their courses. This contrasts with just seven percent who felt that they had not learned in their course (See figure 7).

Figure 7: SSK1205 Adjusted Perception of Learning

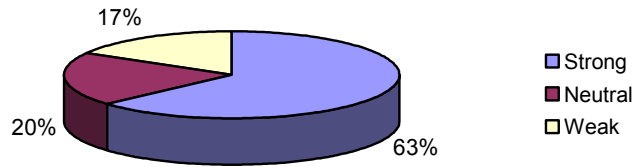


N=111

Student Perceptions of the Learning Experience

As seen in Figure 8, students enrolled in CAD courses in Spring 2007 had a positive perception of the program overall. Sixty-three percent had a strong or very strong positive perception of their CAD courses. This contrasts with just seventeen percent who had a negative perception of their CAD course (See figure 8).

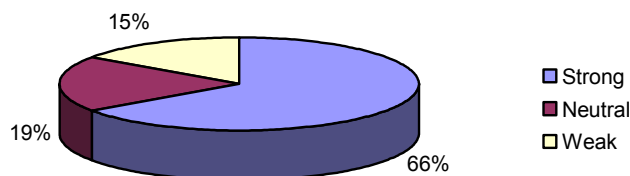
Figure 8: CAD Adjusted Perception of Learning Experience



N=588

Sixty-six percent had a strong or very strong positive impression of the SSK1201 course. This contrasts with just fifteen percent who had a negative impression of the course (See figure 9).

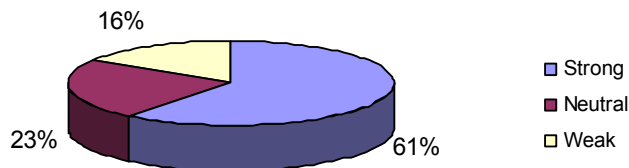
Figure 9: SSK1201 Adjusted Perception of Learning Experience



N=140

Sixty-one percent had a strong or very strong positive impression of the SSK1202 course. This contrasts with just sixteen percent who had a negative impression of the course (See figure 10).

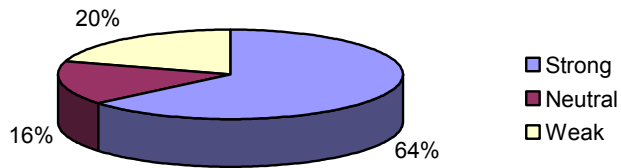
Figure 10: SSK1202 Adjusted Perception of Learning Experience



N=108

Sixty-four percent had a strong or very strong positive impression of the SSK1203 course. This contrasts with just twenty percent who had a negative impression of the course (See figure 11).

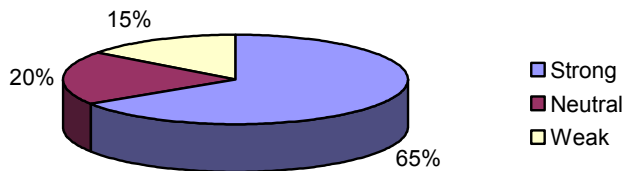
Figure 11: SSK1203 Adjusted Perception of Learning Experience



N=113

Sixty-five percent had a strong or very strong positive impression of the SSK1204 course. This contrasts with just fifteen percent who had a negative impression of the course (See figure 12).

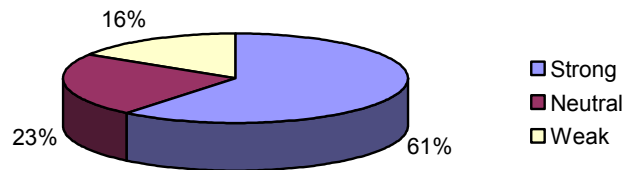
Figure 12: SSK1204 Adjusted Perception of Learning Experience



N=116

Sixty-one percent had a strong or very strong positive impression of the SSK1205 course. This contrasts with just sixteen percent who had a negative impression of the course (See figure 13).

Figure 13: SSK1205 Adjusted Perception of Learning Experience



N=111

Qualitative Data

It was encouraging to find that a substantial number (26 percent) of respondents took the time to make comments and suggestions concerning their CAD courses. One hundred and thirty-three students made a comment or suggestions. Of these comments, 49 were positive and 53 were negative while 52 students made a suggestion concerning their CAD course (see Appendices A-E).

Table 1: Comments and Suggestions made by CAD students

Course	Comments			Total
	Positive	Negative	Suggestions	
SSK1201	4	5	12	21
SSK1202	12	12	18	42
SSK1203	5	2	4	11
SSK1204	22	30	14	66
SSK1205	6	4	4	14
Total	49	53	52	154

Discussion

The first research question asked whether students in the CAD program perceive that significant learning has taken place in their CAD courses. It is clear from this data that students do perceive that significant learning has taken place in the CAD program overall and in each of the individual CAD courses. The overwhelming majority (69%) believe that they have learned from the CAD course(s). The percentages in courses range from 74% (SSK 1203) to 63% (SSK 1202). In three courses, (SSK 1203, SSK 1204, SSK 1205), more than 70% of the students agreed or strongly agreed that they had met the intended learning outcomes. Eleven percent of the students felt that they had not learning from the CAD program. This seems a little low given the failure rate of 17% for this semester.

The second question asked whether students in the CAD program are satisfied with the learning experience in their CAD courses. Again the results are very encouraging. Sixty-three percent reported that they were satisfied with their learning experience. The percentages range between 66% (SSK 1201) and 61% (SSK 1202 and SSK 1205). Sixteen percent were not satisfied with their CAD course. This closely matches the failure rate of 17%.

Twenty- six percent of CAD students made comments or suggestions concerning their CAD course. These responses were sometimes complex, containing combinations of positive and negative comments and suggestions. Care was taken to retain the original spelling and punctuation. The comments were then classified into positive comments, negative comments and suggestions. Positive comments were reported by 49 out of 588 students (.08% of the sample), and showed that students were happy with their CAD courses with regard to

1) the course (29 comments):

1. This course is good, [but it is too long] (SSK1201)
2. It is an important course indeed (1202)
3. This course was very benfic for me (SSK1203)
4. I learned a lot from this course. Thank you. (SSK1204)
5. It was a great course. I liked it very much (SSK1205)

2) the skills learned (14 comments):

1. [This course is too challenging. I suggest to give more time for the completion of this course and a change in the way it is assessed in order to let student take advantage from this course], because it's very important for an academic student and his professional and personal career. (SSK1201)
2. I always liked debate in the seminar. I think that I am more effective in oral communication than written ones. My grades even if they are poor does not reflect in any way the great interest that I have for this course. (SSK1202)
3. The Module 3 is very helpful because we don't know how to use Microsoft Office (SSK1203)
4. It is helpful to feel responsible and mature (SSK1204)
5. This course was helpful to improve some communication strategies. (SSK1205)

3) the teacher (10 comments):

1. [Very useful course] and COOL teacher" (SSK1201)
2. I enjoyed taking the course maybe because of the teacher (SSK1202)
3. All thanks to teacher (SSK1203)
4. Wonderful professor (SSK1204)
5. [An interesting class to take especially when the teacher is knowlegible]. Ms. XXX is very good example of a good 1205 teacher

4) the challenge (3 comments)

1. This course is very challenging due to the team work that makes students learn how to deal with the personalities. However it is not always easy to manage the different points of views especially if the person is egocentric. (SSK1202)
2. I enjoyed taking the course not only because the course is challenging [but also because of the sphere Mr. XXX is making] (SSK1202)
3. This course is interesting since we learn how to deal with challenging readings and develop more focused thoughts (SSK1204).

It is encouraging to see that some students are both aware of and responding to the course, the skills and abilities taught in the course, the quality of teaching, and the challenge that they are faced with. These are essential features of undergraduate education and are the qualities stressed in the CAD teaching and learning environment. The intended learning outcomes of all CAD courses focus on the skills and abilities that will enable students to succeed with their majors. It is gratifying to discover that some students appreciate being challenged and given responsibility. This is not something that many students encounter prior to joining AUI. It is indeed a challenge for academic development faculty to convince freshman students that unlike high school where they were “spoon fed”, it is now their duty to take charge of their own learning.

Negative comments were submitted by 53 out of 588 students (.09% of the sample), and showed that students were unhappy with their CAD courses with regard to the 1) the course similarities (13 comments)

1. [Too many conceptual readings that consist of more than one class period to be covered]. This course is a repetition of SSK1201. Both 1201 and 1202 should be one course. (SSK1202)
 2. I feel that 1204 and comp 2 are exactly the same. Thus it should be one or the other. (SSK1204)
 3. The same content exists in other communication courses should not be required for SHSS students since they have communication courses. (SSK1205):
- 2) the course readings (8 comments):
1. The readings used are somehow difficult. (SSK1202):
 2. There some readings that are boring and very long. (SSK1204)
- 3) the course workload (8 comments):
1. Too much work for two credits. (SSK1202)
 2. Less work. People stress and are not able to cope with the work. An 8-page research paper is tough especially when you have comp2 also where you have another 8-page paper is required. (SSK1204)
- 4) the course need (5 comments):
1. I think this course is not necessary. It does not help the student on anything. Instead of taking scientific courses we are obliged to take this kind of course which is meaningless. (SSK1201)
 2. Actually I don't believe this course is important since there are a lot of other advanced courses that teach the same materials. (SSK1202)

3. SSK1203 is not a course for university and I think that 70% of the materials I learned by myself. [Waste of time]. (SSK1203)
- 5) the course overall (4 comments)
1. This course sucks (SSK1205)
 2. CADS courses are only a waist of time. (SSK1204)
 3. Sometimes this course seemed just useless (SSK1205)

Negative comments highlighted several concerns for students. The most pressing (.02% of the sample) is with similarities between the SSK1204 course and ENG Composition II. However, most faculty would agree that AUI students need to continuously improve their writing skills. The issue of overlap is caused, at least in part, by the lack of coherent implementation of writing across the curriculum. Thus, it seems that when students are asked to write research papers in response to academic texts in two courses, they perceive the courses to be very similar. This is an issue that should be addressed through communication and curriculum design, as part of a systematic curriculum review process, in order to implement the best possible learning experience for students. (See also “A Review and Analysis of Teaching of Writing at AUI” forthcoming).

A second concern (.01% of the sample) is the reading workload. Some students feel that the readings presented in SSK1202 and SSK1204 are too difficult and should be removed. This desire seems to be self-defeating given that in 2001, AUI faculty reported a reading workload higher than that of the CAD program (See table 2). Clearly a substantial reading workload is required in the developmental education courses taught at AUI in order to prepare students for their majors.

Table 2: Reading Workload at AUI

Reading Workload At AUI	Percent of faculty
0-10 pages week	28
10-20 pages week	33
20-30 pages week	22
30-40 pages week	9
>40 pages week	7

Some students (.01% of the sample) were also concerned with the overall workload in the CAD program. Certainly the CAD courses were designed to provide a university level experience. And some students have shown appreciation for this challenge. Again, a reduction of workload is counter indicated by the needs analysis across the three schools, completed in 2001. What might be addressed by the administration is the allocation of two,

rather than three, credits for CAD courses. The imbalance between learning and credit earned should not be addressed by scaling back the scope and capacity of courses.

Student comments on course need (.008% of the sample) and CAD courses overall (.006% of the sample) reflect a lack of understanding of the value and importance of academic development courses worldwide. This is an issue that will be addressed within the university. Certainly it is an issue for the CAD but it is also one that should be addressed by the administration and faculty in other departments.

Students also made a number of suggestions concerning their CAD courses. These related to 1) the exams (7 comments)

1. easier tests – [I think that it is not a necessary course] (SSK1201)
2. The exams have to be more difficult. (SSK1201)
3. I think that the marking scheme is not appropriate. I spent more time studying for 1202 and I didn't get marks for my effort made. (SSK1202)
4. I think that the course could be better if there will be sessions designed to pull up a topic concerning the course (a concrete example) and discuss it and take benefit from the conversations between the teacher and peer. (SSK1204)
5. Maybe more practice to get more used to the communication process. (SSK1205)

2) the implementation of the course (6 comments)

1. It will be better to not taking this course before having an average level of writing. Not before taking WRT 2 or Comp 1. (SSK1201)
2. [I don't think that after taking the class we become critical thinkers]. Also it would be better if they separated the Critical Thinking from the problem solving. [The readings are not easy regarding the level of English.] (SSK1202)
3. More Excel exercises and PowerPoint. (SSK1203)

3) the assigned readings (6 comments)

1. We might delete texts part from this course. Project is enough. (SSK1202)
2. However, it needs huge efforts of reading and analysis which cannot be successfully done since students have other works in other courses that restrain them from doing so. So a better decision is to reduce the quantity of readings in the course, because what is important is the quality of student's work not the quantity. (SSK1204)

4) the need for the CAD program (5 comments)

1. Even if the center for academic development is sometimes unuseful, there is some courses that have been to be removed. (SSK1201)
2. There would be NO CAD courses (SSK1202)
3. I think that CAD courses should not be obligatory. (SSK1203)
4. I don't think that this class is very helpful for students who are in BA and engineering schools. It is a hard class but helpful for other students in SHSS. (SSK1204)
5. Remove CADS waist of time and money, [indecipherable] also. (SSK1205)

Suggestions put forward by students reflect a desire to reduce workload in terms of tests and readings. Again this is counter-indicated by faculty demands in major courses. Suggestions for implementation of course content will be taken up in the CAD curriculum

review process. Some comments highlighted curriculum design flaws in the AUI writing curriculum and a desire to have a lower workload. These concerns should be addressed in the CAD curriculum review.

The “Comments” section of the survey elicited a variety of responses and is a helpful, if less objective, measure of student attitudes. By its nature, such a section invites criticism and suggestion, yet it can be noted that positive comments comprised a significant percentage of written responses.

Although this study definitively demonstrates CAD’s success with most currently enrolled students, more work needs to be done in helping all students understand the role of CAD within the university, and the role of individual courses to work done in other departments. Certainly any university will field a percentage of students who are disaffected, cynical, or uninterested in hard work. However, CAD, as a gatekeeper department, should work to address student concerns and misconceptions in order to ensure that those attitudes remain in the minority.

Conclusion

This student perception study has demonstrated that the vast majority of CAD students feel that they have made substantial progress in learning in their CAD courses. This directly contradicts the commonly expressed idea that CAD courses are believed by most students to be “useless.” In fact, students acknowledge the direct benefits, in skills, knowledge, and maturity, of the CAD courses they take. We can also conclude from the positive response that our course goals, as outlined in the ILO’s, are being met in each course.

Students are not just learning, but are also satisfied with their learning environment. Comments from students showed that many were fully aware of the benefits of the program, and of the transferability of the skills taught in CAD into other courses. This is the case even though beginning students are not necessarily best positioned to understand the relative worth of CAD courses in their overall university curriculum. Such satisfaction is crucial for creating students predisposed to appreciate and gain from the rest of their university experience.

This study of student perceptions of CAD validates the program in terms of teaching, learning and course ethos. Although questions have been raised about CAD’s effectiveness, survey results suggests that the program is preparing students for their work at AUI, and that students value their time in the program. The CAD program is delivering a high quality educational experience that is understood and appreciated by AUI students.

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Appendix A: Comments for SSK1201

Positive

1. "This course is good, [but it's TOO long]"
2. "Very useful course and COOL teacher"
3. "Good course - learn us how to be responsible and how to manage our time"
4. "[This course is too challenging. I suggest to give more time for the completion of this course and a change in the way it is assessed in order to let student take advantage from this course], because it's very important for an academic student and his professional and personal career.

Negative

1. "This course sucks"
2. "I think this course is not necessary. It does not help the student on anything. Instead of taking scientific courses we are obliged to take this kind of course which is meaningless."
3. "This course is too challenging. [I suggest to give more time for the completion of this course and a change in the way it is assessed in order to let student take advantage from this course, because it's very important for an academic student and his professional and personal career]"
4. "[This course is good], but it's TOO long"
5. "I think that this course is very challenging and it takes a lot of time."

Suggestions

1. "I think that we should have more practices before the project (paper) - application for plagiarism strategies ex"
4. "The exams have to be more difficult"
5. "easier tests - I think that it is not a necessary course"
6. "less tests - more time for the paper"
7. "less tests"
8. "We shouldn't take the 3rd test"
9. "[This course is too challenging]. I suggest to give more time for the completion of this course and a change in the way it is assessed in order to let student take advantage from this course], because it's very important for an academic student and his professional and personal career.
10. "Please, it gonna be a good idea if we take a mock exam before the real one to know and to focus on our weakness. For the workshop, we need more and I would like if they choose topics that are more focus."
11. "It will be better to not taking this course before having an average level of writing. Not before taking WRT 2 or Comp 1"
12. "Even if the center for academic development is sometimes unuseful, there is some courses that have been to be removed."

Appendix B: Comments for 1202

Positive

1. I enjoyed taking the course maybe because of the teacher
2. I enjoyed taking the course not only because the course is challenging but also because of the sphere Mr. XXXX is making
3. It is important initiation to the work in study groups.
4. It is an important course indeed.
5. Good teacher good course.
6. I always liked debate in the seminar. I think that I am more effective in oral communication than written ones. My grades even if they are poor does not reflect in any way the great interest that I have for this course.
7. This course is very interesting
8. This course is very challenging due to the team work that makes students learn how to deal with the personalities. However it is not always easy to manage the different points of views especially if the person is egocentric.
9. This course is necessary for students [but why 1201, 1202. and 1204??? Isn't a lot???
10. It was a pleasure to debate with my classmates and with the professor.
11. "Interesting course [but not really useful. Working with the team on the project is really hard]"
12. [I think that the readings are not useful for us because even if we study them we do not apply them in our daily academic life], However, the project is useful for Aui student because it give the opportunity to know how to deal with next project especially for me as business student. [If you cannot cancel all the readings, I suggest that you cancel someones, because it's too much work for a course of two credits].

Negative

3. "[interesting course] but not really useful. Working with the team on the project is really hard"
4. Actually I don't believe this course is important since there are a lot of other advanced courses that teach the same materials.
5. (Think Critically) I already know how to do that
6. Too much work for two credits
7. The teamwork is the most disgusting in this course.
8. This course for me is not necessary. I think it is repetitive from other CAD courses.
9. [This course is necessary for students] but why 1201, 1202. and 1204??? Isn't a lot???
10. The readings used are somehow difficult
11. Some readings are too long and some are too hard to understand. We cannot do reading in one session.
12. Too many conceptual readings that consist of more than one class period to be covered. This course is a repetition of SSK1201. Both 1201 and 1202 should be one course.

Suggestions

3. This course would be better if we had more time. I think because with more time in some sections would be great
4. Maybe the 1201, 1202 and 1204 should be one concentrated course
5. Maybe there should be different readings that may interest students more

6. I think that the marking scheme is not appropriate. I spent more time studying for 1202 and I didn't get marks for my effort made.
7. [I think that the readings are not useful for us because even if we study them we do not apply them in our daily academic life. However, the project is useful for Aui student because it give the opportunity to know how to deal with next project especially for me as business student. If you cannot cancel all the readings], I suggest that you cancel someones, because it's too much work for a course of two credits.
8. We might delete texts part from this course. Project is enough
9. Do less complicated readings especially the ones in the second module.
10. The readings are very complicated. Instead of 10 readings, the whole semester, it is better to rely on 6 readings so we can focus them and take more benefit.
11. Add more readings about the process of a paper.
12. I suggest that the exams should be suppressed or that the exam contains only multiple choice questions. (Readings, or the majority) should be easier.
13. We suggest that exams should be corrected by our instructor as well as outside markers, do a comparison between the two grades & then put the final grade
14. To allow students taking this course bring in their notes to the midterm and final exams to facilitate the process of accurately responding to the set questions.
15. Referring to Question 6: Not yet except critical thinking
16. I don't think that after taking the class we become critical thinkers. Also it would be better if they separated the Critical Thinking from the problem solving. The readings are not easy regarding the level of English
17. There would be NO CAD course

Appendix C: Comments for SSK1203

Positive

1. The Module 3 is very helpful because we don't know how to use Microsoft Office
2. All thanks to teacher
3. This course can help us in many thing in our courses at AUI. [But sometime the student who is not good in English but he/she took this class which bad result at the end may be failing the course]
4. This course was very benefic for me.
5. The course is very interesting except for some tasks like the ones of module 2!

Negative

1. SSK1203 is not a course for university and I think that 70% of the materials a learned by myself. Waste of time. (*this respondent answered every question with a 5*)
2. [This course can help us in many thing in our courses at AUI]. But sometime the student who is not good in English but he/she took this class which bad result at the end may be failing the course

Suggestions

3. More Excel exercises and Powerpoint
4. We need more time for Module 3 tasks, Excel, & Word & Powerpoint
5. I think that CAD courses should not be obligatory.

Appendix D: Comments for SSK1204

Positive

1. It is helpful to feel responsible and mature
2. It pushes you to do things you think that you are not
3. The course raises confidence
4. The readings studies were very interesting it generated a lot of debate
5. Very interesting. Personally I enjoyed it and I learnt from it valuable knowlege
6. Very interesting and I enjoy going to the course. It is also very helpful in my studies.
7. Thank you sir for make me responsible.
8. This course is interesting since we learn how to deal with challenging readings and develop more focused thoughts.
9. This course is interesting in terms of skills we gain in it.
10. I learned a lot from this course. Thank you
11. I really liked this course
12. I enjoyed having this course with my classmates and my professor
13. The teacher was very enthusiastic and present for help
14. The best course in CAD
15. I have realy enjoyed taking this course, I think it's very important and very useful & the professor is very knowledgeable & motivated which makes more interesting.
16. [Some of the readings were difficult and need more time to analyse] Everything else is perfect in the course
17. I think that the final project is the most important part in this class. Moreover, the process of writing this paper will help me to establish the paper coming in other classes.
18. This is a good course just because of the teacher (M. XXXX)
19. I have learned many things in this course especially the psychological articles.
20. Interesting topics
21. Wonderful professor
22. Good course because good teacher (M. XXXX)

Negative

1. There some readings that are boring and very long.
2. Texts need more time to be well analysed
3. The last readings were useless. Some of them (Kholleng and Gilligan and [undeciperable] were important but hard to understand
4. The readings are too psychological and there are too much readings. The topic discusses addescents which means that humans are being discussed, which means that something very complex is being discussed while we are not all SHSS – students!
5. Some of the readings were difficult and need more time to analyse [Everything else is perfect in the course].
6. However there is too much work and assignments in this course
7. This course took more time than it is supposed to be, it's only 2 credits & it does not allow one to work other courses of 3 or 4 credit since the amount of time is huge.
8. Too much work to do
9. There is a lot of homeworks and assignments
10. Some of the readings were difficult and need more time to analyse (Everything else is perfect in the course)

11. Too much work in this course
12. Less work. People stress and are not able to cope with the work. An 8-page research paper is tough especially when you have comp2 also where you have another 8-page paper is required
13. Less work especially that it's only a CAD course.
14. I feel that 1204 and comp 2 are exactly the same. Thus it should be one or the other.
15. This course is very similar to english comp 2: why repeating the same thing
16. Redundant course (All skills were already introduced in previous CAD courses and composition classes needs synchronization and to be related to majors and their needs & expectations of writing searching skills.
17. But not take the same course ENG Comp II one of them should be taken
18. No need to have to much work on this course. Wish to not have it again
19. It is not necessary sine there is 1202. It gives a lot of assignments and homework than our major courses do. Stressful, difficult, challenging.
20. I don't think that this class is important in order to take other classes since in 1201 we learn critical thinking and in Comp1 and Comp 2 we learn the writing skills as well as APA style.
21. This course and English Composition II are exactly the same so what is the use? AUI should separate what we learn in SSk1204 from what we learn in English Composition II
22. I am taking Eng Comp 2 and SSK1204 and I feel that I am studying the same thing
23. It is the same as English Composition II so the university should afford just one otherwise it will be useless.
24. Change the theme of the course "Adolescence" because the eng 1302 has eh same theme.
25. This course is just the same as Eng1302 except for the MLA format
26. I think that 1204 course is exactly the same as english composition. students have the same general topic which is teenager. If teachers could change the topic in one of the two courses. It will be better. In both courses we have to be critic and analyse things
27. I see that it looks too much to English Comp II so we find that we are doing the same things twice and that's a lot of work
28. CADs courses are only a waist of time.
29. We learn anything new in this course
30. This course does not add much to what we've already learned some other CAD courses, so I think it's worthless

Suggestions

1. I think that you may change the theme of "adolescence" for the following semesters
2. It will be better if there are more readings related to the Moroccan contents rather than other societies.
3. I think that the course could be better if there will be sessions designed to pull up a topic concerning the course (a concrete example) and discuss it and take benefit from the conversations between the teacher and peer.
4. I don't think that this class is very helpful for students who are in BA and engineering schools. It is a hard class but helpful for other students in SHSS.
5. I suggest that the administration of the CADs should help students to enjoy the course and make them understand that 1204 is an opportunity to be independent.
6. Please be more flexible.

7. However, this course is a hard one since it requires a lot of readings and work outside of class. I would have enjoyed it more if I wasn't taking ENG 1302 simultaneously.
8. However, it needs huge efforts of reading and analysis which cannot be successfully done since students have other works in other courses that restrain them from doing so. So a better decision is to reduce the quantity of readings in the course, because what is important is the quality of student's work not the quantity.
9. This course objectives are close to 1202 so maybe they can be fused
10. Change the subject of the course. Studying adolescence is not very interesting
11. Teacher should correct the first draft, since our classmates don't give interest to peer reviews, and when it comes to see the final grade we are shocked. We need the comments of the instructor to improve our essays.
12. I believe it will be better to write six pages in the final project, it will be more efficient.
13. I see that it recommends a lot of work and that it has many papers. I think that working on the project is the most important
14. My comment is that either English Composition II or SSK1204 should not exist as a common course. I am taking both of these courses this semester and I swear everything is repeated/ Actually SSK1204 readings are very beneficial so there should be no Eng 1302

Appendix E: Comments for SSK1205

Positive

1. It was a great course. I liked it very much.
2. Very interesting course – It make me aware of a lot of communication problems that I had. It has also helped me to through it
3. This course was helpful to improve some communication strategies.
4. An interesting class to take especially when the teacher is knowlegible. Ms. XXX is a very good example of a good 1205 teacher.
5. Favorite course
6. The course is interesting

Negative

1. Sometimes this course seemed just useless.
2. The same content exists in other communication courses should not be required for SHSS students since they have communication courses.
3. It is very theoretical even with the effort made to practice.
4. I tried to apply it in my daily life and did not work

Suggestions

1. I think that we have to take some more communication application on this course to learn how to avoid being [indecipherable]
2. Remove CADS waist of time and money, [indecipherable] also.
3. I think that the staff should organize the material better.
4. Maybe have more practice to get more used to the communication strategies

Appendix F: SSK 1201: Skills for Learning and Research

Instructions: The goal of this survey is to improve the teaching and learning in SSK1201 Please answer these questions honestly.

Part 1: Rank your answer according to the strength of your belief (5 is the highest/strongest; 1 is the lowest/weakest).

In this course, I have learned to:

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. structure time according to determined objectives | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 2. organize work for task completion | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 3. take notes from texts and lectures | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 4. apply different learning strategies to different learning tasks | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 5. ask appropriate questions | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 6. begin a process of text and concept analysis | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 7. understand what is involved in rational discourse | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 8. use academic resources online and offline effectively | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 9. develop an informed academic argument | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 10. use strategies to avoid plagiarism | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 11. prepare for and take tests effectively | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 12. begin to take responsibility for my own learning | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |

Part 2: Rank your answer according to the strength of your belief (5 is the highest/strongest; 1 is the lowest/weakest).

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. This course was challenging | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 2. I put a lot of effort into this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 3. I came to each class prepared | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 4. I gained valuable knowledge in this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 5. I learned valuable skills in this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 6. I currently use the knowledge and skills learned in this course in other courses at AUI | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 7. I will use the knowledge and skills learned in this course in other courses at AUI | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 8. I enjoyed taking this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 9. I believe this course is necessary for AUI students | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |

Please add any comments or suggestions below

Appendix G: SSK 1203: Computer Skills for Independent Learning

Instructions: The goal of this survey is to improve the teaching and learning in SSK1203. Please answer these questions honestly.

Part 1: Rank your answer according to the strength of your belief (5 is the highest/strongest; 1 is the lowest/weakest).

In this course, I have learned to:

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. configure and evaluate computer systems for personal use or purchase. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 2. navigate the local area network. | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 3. participate in academic discussions online | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 4. obtain class materials from the LAN or the WWW | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 5. find and evaluate credible and appropriate sources for academic papers and reports | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 6. format research papers use the APA guidelines | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 7. use spreadsheets to perform simple functions such as summing and averaging | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 8. create accurate and presentable charts, graphs and tables for use in academic work | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 9. create simple, visual presentations using presentation software and basic design principles | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |

Part 2: Rank your answer according to the strength of your belief (5 is the highest/strongest; 1 is the lowest/weakest).

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. This course was challenging | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 2. I put a lot of effort into this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 3. I came to each class prepared | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 4. I gained valuable knowledge in this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 5. I learned valuable skills in this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 6. I currently use the knowledge and skills learned in this course in other courses at AUI | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 7. I will use the knowledge and skills learned in this course in other courses at AUI | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 8. I enjoyed taking this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 9. I believe this course is necessary for AUI students | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |

Please add any comments or suggestions below.

Appendix H: SSK 1202: Critical Reading and Problem Solving

Instructions: The goal of this survey is to improve the teaching and learning in SSK1202. Please answer these questions honestly.

Part 1: Rank your answer according to the strength of your belief (5 is the highest/strongest; 1 is the lowest/weakest).

In this course, I have learned to:

- | | | | | | |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. think critically | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 2. read critically | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 3. take notes from academic reading materials | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 4. synthesize from academic reading materials | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 5. evaluate academic reading materials | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 6. run a seminar based on academic reading materials | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 7. work effectively in study groups or teams collaboratively or cooperatively | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 8. evaluate peer and personal academic work | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 9. analyze a problem solution topic | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 10. apply knowledge to new contexts | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |

Part 2: Rank your answer according to the strength of your belief (5 is the highest/strongest; 1 is the lowest/weakest).

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. This course was challenging | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 2. I put a lot of effort into this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 3. I came to each class prepared | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 4. I gained valuable knowledge in this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 5. I learned valuable skills in this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 6. I currently use the knowledge and skills learned in this course in other courses at AUI | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 7. I will use the knowledge and skills learned in this course in other courses at AUI | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 8. I enjoyed taking this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 9. I believe this course is necessary for AUI students | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |

Please add any comments or suggestions below.

Appendix I: SSK 1205: Interpersonal Skills and Social Interaction

Instructions: The goal of this survey is to improve the teaching and learning in SSK1205. Please answer these questions honestly.

Part 1: Rank your answer according to the strength of your belief (5 is the highest/strongest; 1 is the lowest/weakest).

In this course, I have learned to:

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. take control of my communication styles | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 2. use context-specific communication strategies | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 3. manipulate my communication style to enhance effectiveness | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 4. evaluate communication events for effect on others | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 5. recognize the role of the self in communication | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 6. take into account the role of the other in social interaction | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 7. use personal communication events to practice strategies | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 8. analyze a communication situation to manage conflict | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 9. apply knowledge gained about communication to new contexts | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |

Part 2: Rank your answer according to the strength of your belief (5 is the highest/strongest; 1 is the lowest/weakest).

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. This course was challenging | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 2. I put a lot of effort into this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 3. I came to each class prepared | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 4. I gained valuable knowledge in this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 5. I learned valuable skills in this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 6. I currently use the knowledge and skills learned in this course in other courses at AUI | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 7. I will use the knowledge and skills learned in this course in other courses at AUI | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 8. I enjoyed taking this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 9. I believe this course is necessary for AUI students | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |

Please add any comments or suggestions below.

Appendix J: SSK 1204: Applied Independent Learning Methods

Instructions: The goal of this survey is to improve the teaching and learning in SSK1204. Please answer these questions honestly.

Part 1: Rank your answer according to the strength of your belief (5 is the highest/strongest; 1 is the lowest/weakest).

In this course, I have learned to:

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. analyze the structure and meaning of complex texts | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 2. identify a topic worthy of academic research | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 3. find, evaluate, and make notes from a variety of academic sources | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 4. produce academic writing following APA guidelines for format and citation | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 5. plan and carry out effective teamwork, both cooperatively and collaboratively | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 6. analyze arguments critically | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 7. synthesize, summarize, and paraphrase academic information | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 8. develop academic information processing skills | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |

Part 2: Rank your answer according to the strength of your belief (5 is the highest/strongest; 1 is the lowest/weakest).

- | | | | | | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. This course was challenging | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 2. I put a lot of effort into this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 3. I came to each class prepared | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 4. I gained valuable knowledge in this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 5. I learned valuable skills in this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 6. I currently use the knowledge and skills learned in this course in other courses at AUI | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 7. I will use the knowledge and skills learned in this course in other courses at AUI | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 8. I enjoyed taking this course | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |
| 9. I believe this course is necessary for AUI students | <input type="checkbox"/> 5 | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 |

Please add any comments or suggestions below.
